

Lomed Webinar

December 22, 2010

Temple Beth Sholom, Machon Webinar

A Little Bit of History at Temple Beth Shalom

- Strong 60 history
- Education at its forefront
- 2003-Strategic Assessment at synagogue
 - Need to explore alternative models of education
 - 2004-Began Re-Imagine Project

Major Outcomes of Re-

Imagine

- Recognition that education was about so much more than children:
 - Families
 - Adults
 - Day School Families
 - Bnai Mitzvah Experience

5 Major Outcomes of Re- Imagine

- Crafting a Vision Statement

• A clan and a family resemble a heap of stones: one stone taken out of it and the whole totters (Breishit Rabbah) • חבורה ומשפחה כך דומים לכיפת אבנים. את נוטל ממנה אכן אחת וכולה מרועעת (בראשית רבה)

TEMPLE BETH SHOLOM VISION STATEMENT FOR EDUCATION

Community קהילה: We seek to establish an ongoing partnership between the synagogue and all of its members through shared experiences and integration of Jewish learning and living. We envision the Beth Sholom Community as a tapestry of diverse, dynamic learners woven together through a multitude of programs that engage those from infancy to our most senior adults. Committed to maintaining our high standards of excellence, we are guided by the values of the Conservative Movement. Strengthening our Jewish identity and connection to Israel and to each other will create powerful, positive Jewish memories that will last a lifetime.

Family Involvement משפחה: We view family involvement as the cornerstone of our educational program. We will offer Jewish educational opportunities for all adults and children, from traditional and non-traditional families to become knowledgeable, individually and together. Through various experiences we will enable our families to feel comfortable in our schools, in our synagogue and ultimately, to empower them to integrate Jewish ritual and life into their homes.

Temple Beth Sholom is dedicated to the pursuit of LIFELONG JEWISH LEARNING. Built on the principles of Torah, we strive to inspire learners at every age to live a vibrant Jewish life in the home, within the congregation and in the greater Jewish community.

Mitzvot מצוות: We strive to educate all in the fulfillment of mitzvot (commandments) through meaningful expression of Judaism including Shabbat, holidays, Jewish ritual, commitment to Israel, tzedakah (charity) and gemilut hasadim (acts of loving kindness). Mastery of skills in Hebrew language, tefillah (prayer), text and critical thinking are essential components of our educational philosophy.

Learning Opportunities לימוד: We seek to create formal and informal learning opportunities, inside and outside the classroom for our young people who receive their Jewish education through our Early Childhood Center, Religious School, Machon Beth Sholom or Solomon Schechter Day School. This kind of experiential programming includes integrating United Synagogue Youth, Kadima and Camp Ramah into the lives of our youth. Acknowledging the right of each student to a Jewish education, we will continue to address diverse needs and learning styles.

Shabbat שבת: We aspire to make Shabbat an ideal time to bring our community together in prayer and study. Through a variety of programming and tefillah options, generations of Temple Beth Sholom families will unite while sharing the beauty of Shabbat.

5 Major Outcomes of Re-Imagine

- Creating a holistic and systemic approach to Jewish learning at TBS

Aviation High School and Youth Community

- In 2009-2010 underwent a visioning process
- Conducted focus groups with parents, current students and MBS alumni
- 2010-2011 Old Westbury Hebrew Congregation joins our High School Program
- Programmatic alteration made based on the idea of choice and on three premises: Learn.Do.Belong

Why offer choices?

- Different students are interested in different things
- Students have diverse and busy lives
- We seek to expose students to multiple Jewish educational experiences that reinforce each other

What is Lomed?

- A program of The Jewish Education Project
- The Coalition of Innovating Congregations
- The step following Re-Imagine
- Learning that makes a measurable difference in learners' lives

Who is Leading this innovation?

- Professional Learning Team:
 - Experience Powerful Learning
 - Experiment with powerful learning and assessment
- Educational Leadership Team: On the Balcony
 - Guardians of the vision
 - Create new models
 - Shepherd innovation

4 Essential Questions

1. What are our long and short term goals for learners?

How do we build 21st Century models of congregational learning to include family, community and real life experience?

How can we measure learners' growth over time to inform continued innovation?

How do we ensure ongoing teacher education about measurement and powerful learning experiences so that Jewish learning moves to life?

Question 1.

What are our long and short term goals for learners?

- A Priority Goal is a big idea that comes from secular innovation:
 - All learning contributes to a real life outcome. . . Learning adds up to a transferable walk in the world kind of goal . . . I'm learning to live.”
 - Wiggins and McTighe-authors of Understand by Design

All priority goals are in terms of a journey

- The assumption behind priority goals is that learners who deeply experience and reflect on a meaningful Jewish journey in their youth will be prepared to construct their own life journey as Jewish adults

Temple Beth Shalom's Priority Goal

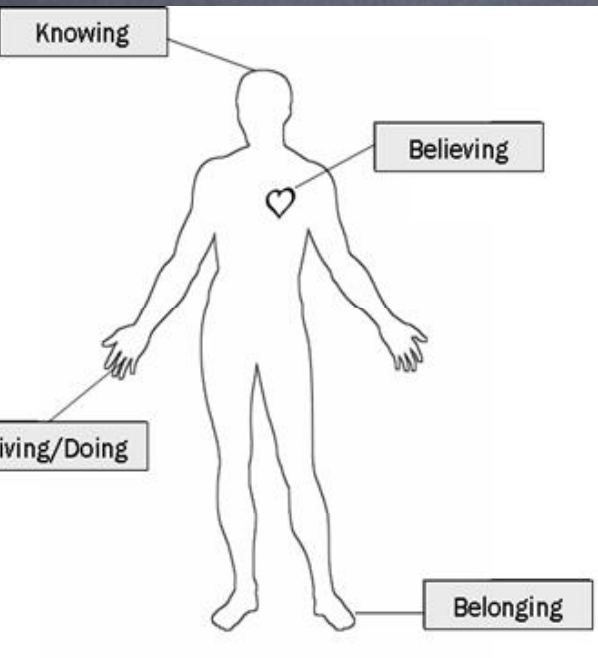
- Learners will be on a journey of applying Torah to Daily Living

Whole Person Learning

- To construct a life Journey rooted in Jewish tradition
- Learners' whole self need to be nurtured . . . not just their minds or their feelings

Meet Levi. . .

Whole Person Learning



It helps us name short term
learner outcomes. . .
sometimes called noticing
targets



Knowing



Doing



Believing



Belonging

Noticing Targets for Priority Goal

Priority Goal: A definition

Torah or Jewish tradition, is a rich and deep sourcebook that informs and illuminates, and its wisdom guides the way people understand the world and the decisions they make. Before acting, learners who achieve this priority goal pause, think of Torah values, laws and ethical teachings, and then decide what to do.

Noticing Targets for Priority Goal

- Knowing-This domain includes the acquisition of knowledge, understanding and skills needed to live out a priority goal
- Doing-This domain involves the translation of knowledge and skills into authentic Jewish living connected to the priority goal
- Believing-This domain is about the development of a relationship of the self to something transcendent, the acquisition of values and the determination of priorities in connection to the priority goal
- Belonging-This domain is about the cultivation of connection to and identification with others and with community in pursuit of the priority goal

Begin with the End in Mind

Teachers design learning units to achieve whole person outcomes

Example:

Priority Goal: Learners will be on a journey of applying Torah to daily life.

Developmental Level: 6th-8th Grade

Know: Names a number of ways an individual can make a decision

Doing: Stops and thinks about Jewish values before acting

Feeling: Expresses feelings about treating others based on mitzvot or middot

Belonging: Exchanges personal stories of Jewish decision making with peers or other community members

Question 2:

- How do we build 21st Century models of congregational learning to include family, community and real life experience?

Lomed Congregations utilize the following:

- Regular engagement with Parent or Caregiver
- Integrate Learning with Congregation's Values and Practices
- Learning in Real Life Settings
- Connections with the Larger Community
- Choices for Learners
- New Teacher Roles and Expectations
- Relationships Among Peers and Across Generations
- Other

Question 3:

- How can we measure learners' growth over time to inform continued innovation?
 - Does the learning impact:
 - Knowing
 - Doing
 - Believing
 - Belonging

Prompt Learners with focused Questions

Collect data with tools like journals, photo-essays,
blogs, etc

For robust responses to prompts

Teachers create powerful learning by designing learning so it

earns and purposeful relationships

he answers to everyday questions, challenges and joys

nt rich and accessible

s individuals to construct their own learning through inquiry, problem solving

Priority Goal:	Learners will be on a journey of applying Torah to daily Life
Age level:	8th Grade
Noticing Tool(s):	Journal
Content Area*: (Big Idea to be explored)	

NOTICING TARGETS		
Know:		
	Prompt:	
Do:		
	Prompt:	
Believe/ Value:		
	Prompt:	
Belong:		
	Prompt:	

QUESTION 4:

How do we build ongoing teacher education about
movement and powerful learning so congregational le
moves to life?

Next Steps:

- January 23: Face 2 Face Professional Development @TBS
- February 23: Webinar
- March 6: Living and Learning Long Island @TBS
- April 6: Webinar
- May 1: F 2 Face Professional Development @TBS

Questions?

